

**THE USE OF SCAFFOLDED READING EXPERIENCE APPROACH
TOWARD READING COMPREHENSION AT THE SECOND
YEAR STUDENTS OF ISLAMIC JUNIOR HIGH SCHOOL
HIDAYATULLAH LUBUK DALAM DISTRICT
SIAK REGENCY**



By

**EKA ATMA PRATIWI
NIM. 10714000710**

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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PEKANBARU
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Thesis

Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*The Use of Scaffolded Reading Experience Approach toward Reading Comprehension at the Second Year Students of Islamic Junior High School Hidayatullah Lubuk Dalam District Siak Regency*”, is written by Eka Atma Pratiwi NIM.10714000710. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Shafar 03, 1433 H.

December 28, 2012 M.

Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Drs. Dardiri, M.A.

EXAMINERS APPROVAL

The thesis entitled “*The Use of Scaffolded Reading Experience Approach toward Reading Comprehension at the Second Year Students of Islamic Junior High School Hidayatullah Lubuk Dalam District Siak Regency*” Is written by Eka Atma Pratiwi NIM. 10714000710. It has been approved and examined by the final examination committee of undergraduate degree on April 11, 2012 M/ Jumadil Ula 19, 1433 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Jumadil Ula 19, 1433 H.
April 11, 2012 M.

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.

Examiner I

Dr. Hj. Zulhidah, M.Pd.

Examiner II

Drs. Samsi Hasan, M.H.Sc.

Dedy Wahyudi, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.

NIP.197002221997032001

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The writer

Eka Atma Pratiwi
NIM. 10714000710

ABSTRAK

Eka Atma Pratiwi (2012): Penggunaan Pendekatan Scaffolded Reading Experience terhadap Pemahaman Membaca pada Siswa Kelas Dua MTs Hidayatullah Kecamatan Lubuk Dalam Kabupaten Siak.

Ada beberapa masalah yang ditemukan oleh penulis mengapa tujuan dari pembelajaran pemahaman membaca tidak tercapai dengan baik. Pertama yaitu beberapa dari siswa tidak dapat mengidentifikasi informasi dari teks fungsional. Kedua, beberapa dari siswa tidak dapat mengidentifikasi informasi dari tabel. Ketiga, beberapa dari siswa tidak dapat mengidentifikasi informasi yang berkaitan dengan teks deskriptif. Keempat, beberapa dari siswa tidak dapat mengidentifikasi informasi dari teks recount. Dan yang terakhir adalah beberapa dari siswa tidak dapat menjawab pertanyaan berdasarkan teks.

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemahaman membaca siswa yang diajarkan dengan menggunakan pendekatan scaffolded reading experience, bagaimana pemahaman membaca siswa yang diajarkan dengan menggunakan pendekatan yang biasa, dan adakah perbedaan yang signifikan diantara siswa yang diajarkan dengan menggunakan pendekatan scaffolded reading experience dan siswa yang diajarkan dengan menggunakan pendekatan yang biasa terhadap pemahaman membaca siswa.

Ini adalah merupakan penelitian eksperimen, yaitu eksperimen quasi. Subjek dari penelitian ini adalah siswa kelas dua MTs Hidayatullah kecamatan Lubuk Dalam kabupaten Siak, dan objek dari penelitian ini adalah penggunaan pendekatan scaffolded reading experience terhadap pemahaman membaca siswa. Populasi dari penelitian ini yaitu siswa kelas dua MTs Hidayatullah kecamatan Lubuk Dalam kabupaten Siak yang terdiri dari 40 siswa untuk dua kelas. Dan masing-masing kelas terdiri dari 20 siswa.

Setelah data dianalisis dengan menggunakan uji t, didapatkan hasil bahwa nilai rata-rata dari siswa yang diajarkan dengan menggunakan pendekatan scaffolded reading experience lebih tinggi dari nilai rata-rata siswa yang diajarkan dengan menggunakan pendekatan biasa. Dimana t_o lebih besar dari t_t ($t_o > t_t$). ini berarti, H_a diterima H_0 ditolak. Dengan kata lain, disimpulkan bahwa ada perbedaan yang signifikan diantara siswa yang diajarkan dengan menggunakan pendekatan scaffolded reading experience dan siswa yang diajarkan dengan menggunakan pendekatan yang biasa terhadap pemahaman membaca pada siswa kelas dua MTs Hidayatullah kecamatan Lubuk Dalam kabupaten Siak.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is one of the important skills of English education that should be mastered by the students. The activity of reading is the key for students to increase their knowledge and to get success in their live¹. With reading, the students will get something valuable. Therefore, reading is important for the learner to improve and to get more education scientifically from elementary until university.

According to Kalayo Hasibuan, reading is to gain information, knowledge and critique a writer's ideas and style. Reading can also help the students know about the type of text and to comprehend it². In other word, the purpose of reading is to develop in the language learner the ability to comprehension of the text.

To help readers comprehend the text, the readers have to know which skill, strategy, and approaches are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. It is very clear that the students are strongly expected to know the strategy of reading skill to comprehend the reading text as well.

MTs Hidayatullah is one of Islamic Junior High Schools at Lubuk Dalam Siak, which teaches English as a compulsory subject. For reading, it is taught for

¹ Hornby, A. S, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 967

² Hasubuan, Kalayo and Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press 2007), p. 2

15 x 45 for one semester. Now days, this school has used KTSP as the current curriculum as stated by the governments' decision.

The Basic Competences in reading comprehension for the second year in this school is responding to the meaning of the functional text; responding to the meaning and rhetorical steps in a simple short essay accurately, smoothly associated with the environment in the form of descriptive and recount text. With the indicator, the students can identify the information of functional, descriptive, and recount paragraph and the students can answer the question based on the text³.

In fact, the students do not reach the indicator above yet. However, the teacher has taught and applied their approach as well as possible. The teacher used conventional approach, that is the teacher giving the students a text to read and then set the standarised question based on the information given and then the students did the exercise.

Unfortunately, the aim of teaching English especially in reading comprehension is not achieved successfully yet. Many students still get difficulties when they are learning reading. It causes the objective of teaching reading unsuccessfully achieved.

Based on the writer's preliminary observation on the second year students of Islamic Junior High School Lubuk Dalam with give the students question about reading text, it seems that the students are difficult to comprehend reading material. It can be seen from the phenomena below:

³ Silabus for the Second Year Students of MTs Hidayatullah Lubuk Dalam Siak

1. Some of the students are not able to identify the information of functional text
2. Some of the students are not able to identify the information of the table
3. Some of the students are not able to identify the information related to descriptive text
4. Some of the students are not able to identify the information of recount text
5. Some of the students are not able to answer the question based on the text

Based on the phenomena that the writer found, the writer feels that the students need other ways to study. One of the ways is changing the approach of study. Educational scientists have found many approaches that can be used to study language easier. One of the approaches that can be used in teaching reading comprehension is scaffolded reading experience (SRE) approach. Scaffolded Reading Experience (SRE) is an instructional approach to assist students in effectively reading and comprehending text⁴.

The scaffolded reading experience (SRE) is designed to ensure the success of students' reading for particular purpose⁵. It consists of two components, they are planning and implementation. In planning, the teacher considers the needs of the students, the difficulty of the text, and the purposes for reading. Implementation incorporates teacher-planned lessons and activities before, during, and after reading. The teacher develops the set of pre-reading, during-reading, and

⁴ <http://www.learner.org/workshops/readingk2/front/keyterms3.html> (2011)

⁵ Graves, F. Michael, et al. *Teaching Reading in the 21st Century*, (USA: Allyn & Bacon, 2001), p. 256

post reading activities that support the students in achieving the goals of teaching and learning process.

Pre-reading activities prepare students to read the upcoming selection⁶. They can get students interested in reading the selection, remind students of things they already know that will help them understand and enjoy the selection, and pre-teach aspects of the selection that students may find difficult word from the passage. Pre-reading options for an SRE include motivating students, relating the reading to students' lives, activating background knowledge, building text-specific knowledge, pre-teaching vocabulary and concepts, pre-questioning, predicting, setting directions, and suggesting reading strategies⁷.

Reading activities include both things that students themselves do, as they are reading and things that teachers do to assist them as they are reading⁸. Reading options for an SRE include silent reading by students, oral reading by teachers, teacher-guided reading, oral reading by students, and teacher's modification of the text.

Post reading activities encourage students to do something with the material that they have just read to think critically, logically, and creatively about the information and the ideas that emerge from their reading, and respond what they have read, and sometimes transform their thinking into action⁹. They allow students to evaluate an author's message, his or her stance in presenting the message, and the quality of the text itself. They allow both teachers and students

⁶ <http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html> (2011)

⁷ Graves, F. Michael, et al, Op.cit, p. 258-259

⁸ Ibid, p. 256

⁹ Ibid, p. 271

to evaluate students' understanding of the text. In addition, they provide opportunities for students to respond a text in a variety of ways-to reflect on the meaning of the text, to compare differing texts and ideas, to imagine themselves as characters in the text and, to synthesize information from different aspects.

There are some advantages and benefit of scaffolded reading experience (SRE). One of the primary benefits of scaffolding instruction is that it engages the learner¹⁰. Besides that, scaffolded reading experience can increase student's motivation in reading the text and make the students learning independently in comprehending the passage.

Based on the explanation of the background above, the writer is interested in conducting an experimental research entitled **“The Use Of Scaffolded Reading Experience Approach Toward Reading Comprehension At The Second Year Students Of Islamic Junior High School Hidayatullah Lubuk Dalam District Siak Regency”**

B. The Definition of the Terms

1. Use/ usage, in this sense, usage is closely related to PERFORMANCE, and can be studied by the analysis of specimen of AUTEHENTIC language and by experiment of various kind¹¹. In this research, the use/ usage means having the experiment of Scaffolded Reading Experience

¹⁰Van Der, *Scaffolding as a Teaching Strategy*, p. 11 [0a%20Teaching%20Strategy.pdf](http://www.sandi.net/20451072011455933/lib/20451072011455933/RTI/Scaffolding%20as%20Teaching%20Strategy.pdf) . Retrieved from:<http://www.sandi.net/20451072011455933/lib/20451072011455933/RTI/Scaffolding%20as%20Teaching%20Strategy.pdf>, February 23, 2011

¹¹ Richards, Jack C. *Longman Dictionary of Language Teaching and Applied Linguistics*, (UK Longman Group, 1992), p. 394

(SRE) to bring the intended result in teaching learning process (toward reading comprehension).

2. Scaffolding, the building up of a target language structure over several TURNS in an interaction¹². Scaffolding is approach to provide additional support when the students need it¹³. In this research, Scaffolded Reading Experience (SRE) is an instructional approach to assist students in effectively reading and comprehending text¹⁴.
3. Reading, perceives a written text in order to understand its contents¹⁵.
4. Experience is general concept that comprises knowledge or skill in observing something of some events¹⁶.
5. Comprehension is an activity where the reader must be able to interpret what he read in accordance with his or her prior knowledge about the text. In this research, reading comprehension describes the students' ability to answer the question based on their understanding in the reading text, related to the student's score gained in the reading comprehension test.

C. The Problem

1) The identification of Problem

- a. Why are some of the students unable to identify the information of functional text?

¹² Ibid p. p 321

¹³ Chamot Anna U, et al, *the Learning Strategies Handbook*. (Longman group.1999), p. 40

¹⁴ <http://www.learner.org/workshops/readingk2/front/keyterms3.html> (2011)

¹⁵ Richards, Jack C. op cit p. p 306

¹⁶ http://en.m.wikipedia.org/wiki/experience#cite_note_0 (2010)

- b. Why are some of the students unable to identify the information of the table?
- c. Why are some of the students unable to identify the information related to descriptive text?
- d. Why are some of the students unable to identify the information of recount text?
- e. Why are some of the students unable to answer the question based on the text?

2) The Limitation of the Problem

Based on identification of the problem above, therefore, in this research, the writer limits the problems of the research on how students' reading comprehension taught by using scaffolded reading experience approach is, how students' reading comprehension taught by using conventional approach is, and whether or not there is a significant different between students taught by using scaffolded reading experience approach and students taught by using conventional approach toward students' reading comprehension. In order to avoid misunderstanding in this research, the text used by the writer are recount, functional, and descriptive text.

3) The Formulation of the Problem

Based on the limitation of the problem above, the writer formulates the problem as follow:

- a. How is students' reading comprehension that is taught by using scaffolded reading experience approach?

- b. How is students' reading comprehension that is taught by using conventional approach?
- c. Is there any significant difference of reading comprehension between students who are taught by using scaffolded reading experience approach and who are taught by using conventional approach at the second year students of islamic junior high school hidayatullah Lubuk Dalam district Siak regency?

D. The Significance and The Objective the Research

1) The Significance of the Research

- a. To fulfill one of the requirements for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. The reseacrh findings are to give the valuable input to the teachers of English at MTs Hidayatullah Lubuk Dalam especially and all English teacher generally as an attempt to improve the students' reading comprehension.
- c. To motivate students to improve their proficiency in reading comprehension, in order to give chance for students to be master of English

2) The Objective of the Research

- a. To find out students' reading comprehension that is taught by using scaffolded reading experience approach.

- b. To find out students' reading comprehension that is taught by using conventional approach.

To find out whether or not there is significant difference of the use of scaffolded reading experience approach toward reading comprehension at the second year students of Islamic junior high school hidayatullah Lubuk Dalam district Siak regency.

CHAPTER II

RIVEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Scaffolded Reading Experience

A Scaffolded Reading Experience is a set of pre-reading, during-reading, and post-reading activities, especially designed to assist a particular group of students in successfully reading, understanding, learning from, and enjoying a particular selection¹. Besides, this approach is a gradual process in which the teacher starts out assuming most of the responsibility of the reading task and slowly removes the support provided until the students can accomplish the task with some help of the teacher².

In this approach, teacher designs and develops teaching and learning process to help and give the information to students to do their activity in teaching and learning process in three sets, they are pre-reading, during-reading, and post-reading. These set will help the students systematically to understand and get success in reading material in the teaching and learning process.

In designing the Scaffolded Reading Experience (SRE), we attempt to take the current knowledge about teaching and learning and design a flexible

¹ Graves, F. Michael, and Bonnie B. Graves, *Scaffolding Reading Experiences: Designs for Student Success*. Christopher-Gordon, p. 1. Retrieved from: http://www.onlinereadingresources.com/sre/SRECha_2.pdf, February 23, 2011.

² Cowen, J.E and Cohen, V.L. *Literacy for Children in an Information Ages: Teaching Reading, Writing, and Thinking*. (USA: Thomson Learning. 2008) p. 607 (Electronic Version). Retrieved on February 23,2011

framework whose form fits its purpose-helping teacher help the students to successfully read specific texts³, so that the teacher makes a planning before teaching with consideration of the purpose, the selection, and the readers that called by planning phase. Moreover, the teacher should develop and designs the implementation phase based on the planning phase. In addition to recognizing that the SRE framework results in very different SREs for different situations, it is important to recognize that the components of each phase of the SRE are interrelated⁴.

a. The Design of Scaffolded Reading Experience

Scaffolding instruction is the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level⁵. Instead, an SRE is a flexible plan that you tailor to a specific situation and it has two parts⁶. Where each of part or phase is helps the student systemically to understand the material well.

Below are the two phases of scaffolded reading experience:

1. The Planning Phase

During the planning phase, the teacher considers students, the selection they are reading, and the purposes of the reading.

In the planning phase, the teacher considers:

- a. the purpose or purpose reading: what the reader gains from the reading experience. For what purpose is he reading?
- b. the selection: its topic and theme, the background knowledge required, its organization, difficult vocabulary or other

³ Graves, F. Michael, et al, Loc.cit, p. 256

⁴ http://www.onlinereadingresources.com/sre/SRECha_2.pdf. (2011)

⁵ Raymond, E, *Cognitive Characteristics. Learners with Mild Disabilities*, (Needham Heights, MA: Allyn & Bacon, A Pearson Education Company.2000), p 169

⁶ http://www.onlinereadingresources.com/sre/SRECha_2.pdf. February 23, 2011

stumbling block, and the opportunities presented for instruction.

- c. the reader: his need, concern, interest, strength, weaknesses, background knowledge-anything that might influence his success (or failure) in reading a particular selection⁷.

Based on the explanation above the first consideration in planning process is the purpose or the purpose of reading. It is to know what the teacher should develop for implementation phase. Besides that, knowing the purpose of reading will motivate the reader to focus more, and achieve the goal of reading the texts. Purpose is what motivates us, help focus our attention, or gives us the goal, something tangible to work toward⁸.

Then, the second consideration is the selection. It is consideration about the choosing of the suitable text for the students based on the purpose of reading. The selection and reading purpose should match⁹.

In addition, the last consideration is the reader. Consideration about the students needs something that influences the students or the reader during teaching and learning process. Three consideration of the planning phase must be correlated and influenced each other. The purpose connected to the selection of the text and the students as the reader who is reading the text, and the reader consideration is determining the selection and the purposes suitable for the students.

⁷ Graves, F. Michael, et al. Loc.cit, p 257

⁸ Ibid, p. 248

⁹ Ibid, p. 253

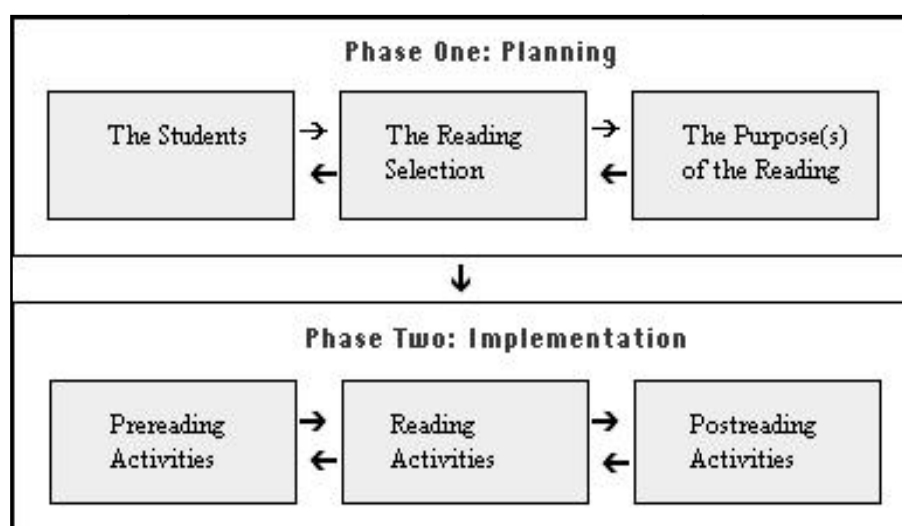
2. The Implementation Phase

After consider three point of planning phase, in Scaffolded Reading Experience (SRE), the teacher should develop and apply it in implementation Phase. The implementation of SRE also has three components-pre-reading, during-reading, and post-reading activities.

As the figure shows of the two phase of Scaffolded reading experience

Table II.1.

The Scaffolded Reading Experience Phases



After considering the planning phase, the next phase is implementation. In this phase, the teacher develop three activities, they are:

a. Pre reading activities

Pre-reading activities prepare students to read the upcoming selection¹⁰. It is the important activity for students because this activity prepares the students before they are going to read a text. It can motivate the students to follow teaching and learning process and help them to understand about the text and feel enjoy experience in reading the material.

b. During reading activities

After the teacher built the student's strengths for reading in pre reading activity, the students are ready to get the act of their reading in during reading activities. The teacher allows the students to interact with the reading text, and the teacher will support their effort in during reading activities. You have already begun this process with pre-reading activities; now you have additional opportunities to support the students' effort as they interact in reading the text¹¹.

Even though there are many types that can be used in this activity to support the process of teaching and learning, the scaffolding reading experience has small set of categories that can be used in this activity. In creating the list of possible during-reading activities for SREs, we have again attempted to list a

¹⁰*What is Scaffolded Reading Experience?*, p. 6. Retrieved from:
<http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html>, February 23,

¹¹ Graves, F. Michael, et al. Loc.cit, p. 266

relatively small set of categories that suggest a large number of useful activities teachers and students can engage in¹².

c. Post reading activities

Post reading activities are the activities where the students are do something with the material that they have read. The students will think creatively to identify the information, idea, transform their thinking, and give the respond about the material.

And they provide opportunities for students to respond to a text in a variety of ways-to reflect on the meaning of the text, to compare differing texts and ideas, to imagine themselves as one of the characters in the text, to synthesize information from different sources, to engage in a variety of creative activities, and to apply what they have learned within the classroom walls and in the world beyond the classroom¹³.

To determine the suitable type of post reading activities, the teacher should consider again with the reader, the selection, and the purpose in the planning phase. This activity must be relating with them.

The activity in SRE from pre-reading, during reading, and post reading in implementation phase should related with the purpose, selection and the reader in planning phase. The teacher must develop the suitable activity for each activity based on the planning phase to achieve the goal of reading. The teacher begins by considering three interrelated factors-the students, their

¹² *What is Scaffolded Reading Experience?*, p. 9-10

Retrieved from: <http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html>.
February 23, 2011

¹³ Ibid

purposes for reading, and the text to be read. Then, based on these three factors, the teacher carefully selects a set of activities that will help these students achieve their particular reading goals¹⁴.

b. The Possible Components of SRE Activities

The possible pre reading, during reading, and post reading components of SRE are listed in the figure below:

TABLE II.2
Possible Activities in Scaffolded Reading Experience

Pre Reading Activities	During Reading Activities	Pos Reading Activities
Relating the reading to the students' lives	Silent reading	Questioning
Motivations	Reading to students	Discussion
Activating and building background knowledge	Supported/guided reading	Writing
Providing text-specific knowledge	Oral reading by the students	Drama
Pre teaching vocabulary	Modifying the text	Artistic and nonverbal activities
Pre teaching concept		Application and outreach
Pre-questioning, predicting, and direction setting		Building connection
Suggesting strategy		Re-teaching ¹⁵ .

¹⁴<http://www.ascd.org/publications/educational-leadership/feb96/vol53/num05/Scaffolded-Reading-Experiences-for-Inclusive-Classes.aspx>, (2011)

¹⁵ Allington, L Richard, *Essential Reading on Struggling Learner*, (The International reading Association, inc. 2010), p. 182

The teacher based on the planning phase (the reader, the selection, and the purpose) develops the possible activities of SRE in pre reading, during reading, and post reading. The teacher can make combination of two or more possible activities in each of one activity. For example in pre reading activities, the teacher can be motivating, activating students' background knowledge, and pre teaching vocabulary. Therefore, the teacher can develop the suitable activities based on the students need in planning phase.

Based on the explanation above, in developing and arranging the SRE the teacher should consider three considerations. Once, you have (1) identified your students' need, capabilities, and interest, (2) become familiar with the selection topics, themes, and vocabulary, and (3) know your purpose, then you can begin selecting and planning activities.

The example of development of SRE can figured below:

Table II.3
Development of SRE

Reader	Selection	Purpose
Fifth-graders of mixed abilities: two English language learner	Chapter on world war II postwar year	To understand, recall, respond to, and analyze the important topics and issues in the chapter
Pre reading activities	During reading activities	Post reading activities
1. Motivational 2. Pre-teaching concept 3. Building background knowledge 4. Suggesting strategy	1. Guided reading 2. Oral reading by the teacher 3. Oral reading by the students 4. Modifying the text	1. Discussion 2. Artistic and non verbal 3. Writing

With many activities that exist in SRE will provide a scaffold for the students to build the meaning, understanding, comprehending, and do something from reading text independently.

1. Pre reading activities

a. Motivating and setting purpose for reading

The purpose for reading is closely connected to a person's motivation for reading¹⁶. Setting the purpose will affect the way of students' motivation in reading the material. In addition, more motivation is more success got by the students.

Motivating activities, are then any kinds of activities that help the students delve into reading material eagerly, knowing that there will be a reward at the and-new knowledge, experience, discoveries, excitement, or laughter.

b. Activating and building background knowledge

When activating the students' background knowledge the teacher helps the student to imagine and open the information to use knowledge that the students already have to help them understand what they are learning in comprehending the reading texts. Activating background knowledge uses the knowledge; you already have to help you understand what you are learning in

¹⁶ Phang, Elizabet. Et al, *Teaching Reading*, (France : SADAG, Bellegarde), p . 15
Retrieved from: <http://www.curtin.edu.au/curtin/dept/smec/iae>, February 24, 2011

English¹⁷. It is providing the students information that they need about the reading material.

c. Building text-specific knowledge

Building text-specific knowledge is to active or build background knowledge, Providing Text-Specific Knowledge gives students information that is contained in the reading selection itself. Another activities way to build text-specific knowledge is to give students a preview of the material they are going to read¹⁸.

d. Relating the reading to the students' lives

Like activating background knowledge and building specific text knowledge, relating the reading to the students' live also construct and activates prior knowledge. It is to help the students to understand and comprehend the reading text that links it to their live. After the student can related the material with their live, then they will making their personal connection. It will make them get more motivation. Relating the Reading to Students' Lives is so self-evident as category to leave little to say. We will, however, point out that, because showing students how a selection relates to them is such a powerful motivator and promotes comprehension¹⁹.

¹⁷ Chamot Anna U, et al. Loc cit p. p 96

¹⁸ Graves, F. Michael, et al. Loc.cit p. p 263

¹⁹ *What is Scaffolded Reading Experience?* p. p 6-7

Retrieved from: <http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html>, february 23, 2011

e. Pre-teaching vocabulary and concept

Pre-teaching Vocabulary concept refers to pre-teaching words that are new labels for concepts that students already know²⁰. It is also part of building prior knowledge, where the teacher use a time to teach as the important word to keep in the student mind to comprehend the reading material.

f. Pre-questioning, predicting, and direction setting

Pre-questioning, predicting, and direction setting have the same purpose. They are focusing students' attention and telling them what is important to look for as they read.

With the pre-questioning activity, the teacher and the students can pose the question about the next step that they would like to find the answer.

In predicting activities, the students will make the prediction about the texts that they are learning. It gives the student's feedback on more prediction before they are reading the material. It is interesting way to help the students more understanding each other²¹.

Direction setting is the last activity in pre-reading activities. It is final word to encourage and ask the students before they begin reading, and remind the student what they should do while they read the material.

²⁰ Ibid

²¹ Silberman, Melvin L. *Active Learning 101 Cara Belajar Siswa Aktif*, Translated by Raisul Muttaqien, (Bandung: Nusa Media 2009), p. 72

g. Suggesting comprehension strategies

Suggesting comprehension strategies is that the teacher suggests the suitable strategy for the students in comprehending the text before they are going to reading passage.

2. During reading activities

a. Silent reading

Silent reading is a form of voluntary reading activity where a student read something by his or her heart in duration of the time without burdened by question that might come after the reading activities²². It is not only interesting and challenging, but also can improve student's reading skills, provide peaceful reading activity and can give a chance for the teacher to give individual guidance.

b. Reading to the students

Besides silent reading, sometimes the teacher needs to read the material to the students. It can help the student get the point of the material by hearing the word. Hearing the word may help the students grasp the material. Reading for students can make difficult material accessible to students who find certain texts difficult, either because of their complex structure or difficult vocabulary²³.

²²<http://pusatbahasaalahzar.wordpress.com/persembahab-buat-guru/the-implementation-of-sustained-silent-reading-metho-to-improve-students'-reading-skill/>, (2011)

²³ *What is Scaffolded Reading Experience?* p. p10

Retrieved from: <http://www.cehd.umn.edu/carei/reports/rpractice/winter95/comprehension.html>, 23 february, 2011

c. Oral reading by the students

Oral reading by the students is one of the reading aloud activity, where the students are reading text orally. Reading aloud can help the students to focus, give question, and stimulate to discuss it²⁴, so that the students more active in teaching and learning process, they can focus, asking the question about the text, and discuss it to get more information from the text. In addition, it will make them easier to understand and comprehend the texts.

d. Guided reading

Guided reading is one component of the shared reading block during which the teacher provide support for small, flexible group of beginning readers. The teacher help the student learn to use reading strategies, such us context clue, letters and sound knowledge, and syntax or word structure as they read a text or book that is unfamiliar to them. The goal of guided reading is to make the students use this strategy independently on their way to become fluent, skilled reader. It is appropriate to guide students' reading, to help them focus on, understand, and learn from certain aspect of the text²⁵. Moreover, the step of guided reading lesson will vary according to the need of the students in their activity.

²⁴ Silberman, Melvin L, Loc. Cit, p. 152

²⁵ Graves, F. Michael, et al. Loc.cit, p. 269

e. Modifying the text

Modifying the text is to help the student understand the meaning of reading text easier. Sometimes, because of the curriculum requirement, student will read the selection text determined by the curriculum. Where the reading text is length and has complicated language to understand. Modifying text is one of the techniques to solve this problem. Moreover, it is a technique that can be particularly effective with less-skilled reader or students just acquiring the English²⁶.

3. Post reading activities

a. Questioning

Process of learning will be effective if the learner in the active condition. One of the ways to make this situation is to stimulate the students to investigate the material with the questioning. Either questioning can orally or in writing, is a frequently used and frequently warranted activity. Questioning activities give the teacher an opportunity to encourage and promote student's higher order thinking-to nudge students to interpret, analyze, and evaluate what they read. Post reading questioning activities encourage the students to think about and respond the

²⁶ Graves, F. Michael, et al, Log.cit, p. 270

information and ideas in the material they have read, either orally or in writing²⁷.

b. Discussion

Discussion activity can be effective learning tool that promotes creativity as well as generating meaningful interaction and understanding the material for the students. They can give feedback and contribution with their opinion, have the change to know, explain, and clarify the problem about the material. The intent of discussion is to freely explore ideas, to learn something new or gain a different perspective by pooling the information or insight that more than one person can give²⁸.

c. Writing

Writing has been called the twin sister of reading-a powerful way to integrate what you already know with the information presented in a text as well as to find out what you really understand and you don't²⁹. This means that this activity is to give opportunity to the students actively understanding with the reading material. They can take place their ideas into writing form. Moreover, it can evaluate the students' understanding from their writing in this post reading.

²⁷ Graves, F. Michael, et al, Loc. Cit, p. 272

²⁸ Graves, F. Michael, et al, Loc. Cit, p. 274

²⁹ Graves, F. Michael, et al, loc. Cit, p. 276

d. Drama

As the post, reading activities, drama, like writing, encourage to extend the meaning they have constructed with a text and to generate new ones³⁰. This activity will make the student not feel bored. They can be fun and interactive, and more fun and interactive they are, the more the students get benefit in their understanding of the text.

e. Artistic and non verbal activities

Students have multiple intelligent of way to learn and express what they have understood. Artistic and nonverbal artistic is of them. Student can express their idea and understanding of the material by using it. They can express it in art form, such us visual art, music, picture, chart, dance, and many others. They will get more motivation in expressing their ideas about the text. Art, music, and all represent a specialized language that can be used in response to printed and spoken language³¹. It shows to the students that they can transform their ideas, understanding, opinion in artistic and nonverbal activities. In addition, they can understand that language can be seen, heard, and felt. Artistic and nonverbal activities may be particularly useful because they are fun, are often a little different from typical school tasks, and provide opportunities for students to express themselves in a variety of

³⁰ Graves, F. Michael, et al, Loc. Cit, p. 277

³¹ Ibid, p.278

ways, thus creating situations in which students of varying talents and abilities can excel.

f. Application and outreach

In this activity, the students express their understandings of the text by applying it. For example, when they are reading about how to solve global warming, they will apply their understanding of it by applying it. In application and outreach endeavors, readers take ideas of going beyond the text to explore them further³².

g. Re-teaching

The final Post reading Activity we consider is Re-teaching. When it becomes apparent that students have not achieved their reading goals or the level of understanding the teacher deems necessary, Re-teaching is often in order; and the best time for re-teaching is usually as soon as possible after students first encounter the material. This activity will be used if the students do not achieve the goal of teaching and learning process. Re-teaching is often necessary for students, after reading a section and engaging in various activities on an SRE, have not reached their reading goal³³.

c. The Characteristic of Scaffolded Reading Experience

The scaffolds provided are activities and tasks that:

- 1) Motivate or enlist the students' interest related to the task

³² Graves, F. Michael, et al, Loc. Cit, p. 278

³³ Graves, F. Michael, et al, Loc. Cit, p. 281

- 2) Simplify the task to make it more manageable and achievable for the students
- 3) Provide some direction in order to help the students focus on achieving the goal
- 4) Clearly indicate differences between the students work and the standard or desired solution
- 5) Reduce frustration and risk during teaching and learning process
- 6) Model and clearly define the expectations of the activity to be performed
- 7) Scaffolding instruction guides the learner to be independent and self-regulated competence of skills.

Furthermore, the purpose of scaffolding for readers is proficient to help them learn more deeply and deal with more sophisticated text than they could negotiate independently³⁴.

2. The Nature of Students' Reading Comprehension

Students in learning English subject should master four skills. They are, speaking, listening, writing, and reading, and it cannot be denied that reading is one of the most important skill. Reading is about understanding written texts, it is a complex activity that involves both perception and thought³⁵. In addition, reading is an interactive process that goes on between the reader and the text.³⁶

³⁴ Graves, F. Michael and Philpott R, *Fostering Comprehension in English Classes beyond the Basic*, (USA: The Guilford press 2009), p. 28

³⁵ Phang, Elizabet. Et al, Loc. Cit, p. 6

³⁶ Hasubuan, kalayo and Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press 2007), p. 114-115

Reading is useful activity in which students should have skill. Understanding reading is not easy think. We need to have technique in order to get easy in comprehending reading text. Reading is related to two related processes, they are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences, and connected text. In addition, this research, the writer focuses on the reading comprehension, where the students will understand the text deeply.

Comprehension is the process of deriving meaning from connected text³⁷. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. Moreover, reading comprehension is the process of simultaneously extracting and constructs the meaning³⁸. In addition, in this research, the writer only discusses the components that is appropriate with the Islamic junior high school curriculum as follows:

1. Identifying the information of the functional text
2. Identifying the information of the table
3. Identifying the information related to descriptive text
4. Identifying the information of recount text
5. Answering the question based on the text

³⁷ Phang, Elizabet. Et al, Loc. Cit p. 9

³⁸ Snow, E, Cathrine and Sweet, *Rethinking Reading Comprehension*, (New York :the Guilford Press 2003), p. 1

Therefore, reading comprehension is a complex process, by which a reader tries to reconstruct the meaning and message encoded in graphic language by the writer. It is an interaction between the writer and the reader. Based on explanation above, the writer concludes that reading is a process to convey the message or information from the reading text.

3. Measuring reading comprehension

There are many types of assessments to measure reading comprehension. The teacher can write test by him or herself or use the tests that are published in the textbook. There are two the types of question to measure reading comprehension:

- a. The first type consists of a reading passage followed by a question based on the text. Both short and long passages are provided. The reading passage can be also classified according to the kind of information processing required including explicit statement related to a secondary idea, application, and inference.
- b. The second type of question, sentences relationship, present two sentences followed by question about the relationship between these two sentences. The question may ask, for example, if the statement in the second's sentence supports that in the first, if it contradicts it, or if it repeats the same information³⁹.

B. The Relevant Research

Relevant research is required to observe some previous researchers that conducted other researches in which they are relevant to our researches⁴⁰. Beside, we analyzed what the point that was focus on, inform the design, finding and conclusion of the previous research.

³⁹ <http://www.collegeboard.com/student/testing/accuplacer-tests.html> (2011)

⁴⁰ Syafi'I, M. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru:LBSI 2007) , p.122

1. A research from Siti Arba'inah

According to Siti Arba'inah in his research entitled "the effect Scaffolding Method to increase students' ability at the second year students of SMPN 1 Lubuk Dalam". From the research, he found that t_o is higher than t -table. It means that there is significance effect of Scaffolding Method to increase students' ability at the second year students of SMPN 1 Lubuk Dalam.

This research is relevant with the writer research because conducting the same variable X, that is about scaffolding and scaffolded.

2. A research from Vika Hastuti

Vika Hastuti in his research entitled "The contribution of Pre Reading Activity in increasing reading students' reading ability of SMAN 9 Lubuk Dalam,". He found that there is no contribution of pre reading activity increasing students' reading ability of SMAN 9 Lubuk Dalam.

This research is relevant with this research because pre reading activity is one of activity in scaffolded reading experience. Where, the scaffolded reading experience approach is conducting in this research.

C. The Concept Operational

This operational concept is used to avoid misunderstanding and misinterpretation because the theoretical concepts are still an abstract form, so it should be interpreted into particular words. There are two variables operated in this research. Variable X is the use of scaffolded reading experience (SRE) Method and variable Y is students' reading comprehension. Therefore, the operational concept of this research can be seen in the following indicators:

Variable x: the use of Scaffolded reading Experience

The following treatment is a collection of procedure of the implementation of scaffolded reading experience approach that can be seen in the following steps:

1. The teacher provides pre reading activity with makes Relation of the reading to students' lives, motivation, activating students' background knowledge, building text-specific knowledge, teaching vocabulary, Pre teaching concept, Pre-questioning, predicting, and setting direction, and Suggesting strategies.
2. The teacher provides during reading activity with Silent reading, Reading to students, Guided reading, Oral reading by students, and Modifying the text.
3. The students are doing something with the material that they have read with the post reading activity, such as Questions, Discussions, Writing, Drama, Application and outreach activities, Artistic and non-verbal artistic, and Re-teaching.

Variable Y: students' Reading comprehension

1. Some of the students are able to identify the information of functional text
2. Some of the students are able to identify the information of the table
3. Some of the students are able to identify the information related to descriptive text.
4. Some of the students are able to identify the information of recount text
5. Some of the students are able to answer the question based on the text

D. The Assumption and the Hypothesis

1. Assumption

Before formulating the hypothesis as a temporary answer to the problem, the writer would like to present the assumption as follows:

- a. The implementation of scaffolded reading experience approach will give new contributions to support students' reading comprehension
- b. Through scaffolded reading experience approach, the students will be more motivated, active, and independent in learning Reading

2. Hypothesis

Ho: There is no significant difference of the use of scaffolded reading experience approach toward students' reading comprehension.

Ha: There is a significant difference of the use of scaffolded reading experience approach toward students' reading comprehension.

CHAPTER III

THE METHOD OF THE RESEARCH

A. The Design of the Research

The method used in this research was quasi-experimental research. According to DR. Sugiono, quasi-experimental research is a design having some but not the entire characteristic of the true experiment.¹ The type of quasi-experimental design of this research is control group design. In this design, the writer used two classes as the sample; control and experimental group. Those classes were not chosen randomly. Both group took a pretest and posttest. Only the experimental group received the treatment. According to Sukardi, the design of this research can be illustrated as follow:²

Table III.1
Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	Y ₁	X	Y ₂
Control	Y ₁	-	Y ₂

There were two variable in this research: namely the use of scaffolding reading experience approach as independent variable (X), and reading comprehension as dependent variable (Y). This research used two groups as samples. The first was as experimental group and another was as control group. The experimental group was treated by using scaffolding reading experience while, the control group was treated without using scaffolding reading experience.

¹ DR. Sugiono. *Metode Penelitian Administrasi*. (Bandung: CV. Alfabeta, 2002) p.54

² Prof. Sukardi, Ph.D. *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*. (Jakarta: Bumi Aksara, 2010) p.186

B. The Time and the Location of the Research

This research was conducted from August until September 2011. It was conducted at the second year students of MTs Hidayatullah Lubuk Dalam Siak. This school is located in AFD V Desa Sialang Baru Kec. Lubuk Dalam Kab. Siak

C. The Subject and the Object of the Research

The subject of this research was the second year students of MTs Hidayatullah Lubuk Dalam, Siak, while the object of this research was the use of scaffolding reading experience approach toward reading comprehension.

D. The Population and the Sample of the Research

The population of this research was the second year students of MTs Hidayatullah Lubuk Dalam Siak. It consisted of two classes (VIIIa consisted of 20 students and VIIIb consisted of 20 students), So that the entire students were 40 students, it was small population (N 100) and there was a little point in sampling³. Regarding the fact, the researcher used total sampling and involved all entire population as the respondents of the research.

Table III.2
Population and Sample of the Research

No	Population		Sample	
			Class VIII a	Class VIII b
1	VIII a	20	As experimental class	As control class
2	VIII b	20		
		40	20	20

³ R. Gay, L and Airasian, Peter. Loc cit, .p. 134

E. The Instrument of Data Collection

In this research, the writer used test as the instrument of the data collection. The type of test was multiple-choice tests that consisted of 20 items for five indicators (4 items for 1 indicator), divided into two stages. The first was pre test and it was given before treatments. The second was posttest and it was given after the treatment. To see the grating of the post test are bellow:

Table III.3
The Blue Print of the Test

No	The title of the text	Item No	Type of the text
1	Card invitation	17 - 18	Functional text
	Memo	19 - 20	
2	Nusantara cafeteria	9 - 12	Table
3	Bali	1 - 4	Descriptive text
4	Race circuit	5 - 8	Recount text
5	Johar market	13 - 16	Recount text

F. The Technique of Data Analysis

To find out the intended result of the research, of course, it needed some techniques of data analysis. In this regard, the data gained from the test were ordinal data. It was analyzed by using the t-test. It is one of the statistic tests used for knowing “there is/there is no” difference from two variables⁴. It was used in

⁴ Hartono. *Statistik Pendidikan*. (Yogyakarta: LSFK2P. 2006), p. 165

order to know the result whether there is any significant different of the use of scaffolded reading experience toward reading comprehension.

The formula is:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

t_o : The value of t-obtained

M_x : Mean score of experimental class

M_y : Mean score of control class

N_x : Number of class in experiment class

N_y : number of class in control class

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of Research Procedure

The purposes of the research are to obtain the students' reading comprehensions taught by using Scaffolded reading experience approach and students' reading comprehension taught by using without scaffolded reading experience approach, and to know the significant different of students' taught by using Scaffolded reading experience approach and students' reading comprehension taught by using without scaffolded reading experience approach. The data were obtained from students' post-test score of experimental and control class. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. After giving the try out, the writer gave pre test for class experiment and class control with the same test. It was administered in the first meeting of the instruction, and then the writer gave treatment to experimental class for eight meetings.

After giving treatment to experimental class and, the writer used the same format of question to test the students' reading comprehension for post test of experimental class. While for control class, which was taught without using treatment, the writer used the same format question for their post test as well. The result of reading test was evaluated by concerning five components, such us:

1. Students are able to identify the information of functional text
2. Students are able to identify the information of the table

3. Students are able to identify the information related to descriptive text.
4. Students are able to identify the information of recount text
5. Students are able to answer 37 stion based on the text

B. The Data Presentation

The data of this research were gotten from the score of students' pre and post-test. All data were collected trough the following procedures:

- a. In both classes (experiment and control group), students were asked to answer the question of reading text given.
- b. The format of the test was multiple choice
- c. The writer together with the observer gave a score of the students' reading comprehension that was collected from their score pre and post- test.

1. The Data Presentation of Students' Reading Comprehension

a. Students' Reading Comprehension Taught by Using Scaffolded Reading Experience Approach

The data of students' reading comprehension taught by using scaffolded reading experience approach were gotten from pre-test and post-test of VIIIA as an experimental class taken from the sample of this class (20 students). The writer taught directly, and the English teacher observed the writer for eight meeting in the experimental class. The data can be seen from the table below:

Table IV.1
The Score of the Students' Reading Comprehension Taught by Using
Scaffolded Reading Experience Approach

No	Students	Experimental Class	
		Pre-test	Post-test
1	Student 1	50	65
2	Student 2	35	55
3	Student 3	80	85
4	Student 4	60	75
5	Student 5	40	75
6	Student 6	45	70
7	Student 7	45	65
8	Student 8	35	70
9	Student 9	40	60
10	Student 10	45	55
11	Student 11	45	65
12	Student 12	55	80
13	Student 13	65	85
14	Student 14	55	80
15	Student 15	40	70
16	Student 16	60	85
17	Student 17	70	85
18	Student 18	45	75
19	Student 19	30	70
20	Student 20	50	80
Total		990	1450
Mean		49.5	72.5

From the table IV.3, the writer found that the total score of pre-test in experimental class was 990, the highest was 80, and the lowest was 30. The total score of post-test in experimental class was 1450, the highest was 85 and the lowest was 55. It means that the students had significant increase of their reading comprehension; it was proved by the total score and the score of frequency from pre-test and post-test significantly different.

Table IV.2
Result Pre-test and Post-test of Experimental class

Students	Pre-test (X ₁)	X	X ₁ ²	Post- test (X ₂)	X	X ₂ ²
Student 1	50	0.5	0.25	65	-7.5	56.25
Student 2	35	-14.5	210.25	55	-17.5	306.25
Student 3	80	30.5	930.25	85	12.5	156.25
Student 4	60	10.5	110.25	75	2.5	6.25
Student 5	40	-9.5	90.25	75	2.5	6.25
Student 6	45	-4.5	20.25	70	-2.5	6.25
Student 7	45	-4.5	20.25	65	-7.5	56.25
Student 8	35	-14.5	210.25	70	-2.5	6.25
Student 9	40	-9.5	90.25	60	-12.5	156.25
Student 10	45	-4.5	20.25	55	-17.5	306.25
Student 11	45	-4.5	20.25	65	-7.5	56.25
Student 12	55	5.5	30.25	80	7.5	56.25
Student 13	65	15.5	240.25	85	12.5	156.25
Student 14	55	5.5	30.25	80	7.5	56.25
Student 15	40	-9.5	90.25	70	-2.5	6.25
Student 16	60	10.5	110.25	85	12.5	156.25
Student 17	70	20.5	420.25	85	12.5	156.25
Student 18	45	-4.5	20.25	75	2.5	6.25
Student 19	30	-19.5	380.25	70	-2.5	6.25
Student 20	50	0.5	0.25	80	7.5	56.25
Total	990	0	3045	1450	0	1775

Besides, the mean and standard deviation were also needed in analyzing data gotten from score pre and post test. In determining mean and standard deviation, the writer used the following formula:

Calculating mean of pre-test:

$$Mx^1 = \frac{\sum X}{N} = \frac{990}{20} = 49.5$$

Calculating mean of post-test:

$$Mx^2 = \frac{\sum X}{N} = \frac{1450}{20} = 72.5$$

The standard deviation of pre-test:

$$SD_{x_1} = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3045}{20}} = \sqrt{152.25} = 12.33$$

The standard deviation of post-test:

$$SD_{x_2} = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{1775}{20}} = \sqrt{88.75} = 9.42$$

Table IV.3
The Mean and Standard Deviation of Pre-test and Post-test of
Experimental Class

	Mean	Standard Deviation
Pre-test	49.5	12.33
Post-test	72.5	9.42

From the table above, the distance between mean and standard deviation is too far. In other words, the scores obtained were normal.

b. Students' Reading Comprehension Taught by Using Conventional Approach

The data of students' reading comprehension taught by using conventional approach were also taken from pre and post-test of VIIIb as control class taken from the sample of this class (20 students). The data can be seen from the table below:

Table IV.4
The Score of the Students' Reading Comprehension Taught by Using
Conventional Approach

No	Students	Control class	
		Pre-test	Post-test
1	Student 1	45	45
2	Student 2	55	65
3	Student 3	65	60
4	Student 4	55	55
5	Student 5	40	50
6	Student 6	60	65
7	Student 7	70	70
8	Student 8	45	55
9	Student 9	50	60
10	Student 10	50	55
11	Student 11	60	60
12	Student 12	45	60
13	Student 13	50	55
14	Student 14	45	50
15	Student 15	45	50
16	Student 16	50	60
17	Student 17	60	60
18	Student 18	80	75
19	Student 19	35	50
20	Student 20	50	60
Total		1055	1160
Mean		52.75	58

From the table IV.5, the writer found that the total score of pre-test in control class was 1055. The highest was 80, and the lowest was 35. The total score of post-test in control class was 1160, the highest was 75 and the lowest was 45.

It means that the students had little increase of their reading comprehension, and it was not in experimental class. It was proved by the total score and the score of frequency from pre-test and post-test that was not significantly different.

Table IV.5
Result Pre-test and Post-test of control class

Students	Pre-test (Y₁)	Y	Y₁²	Post-test (Y₂)	Y	Y₂²
Student 1	45	-7.75	60.0625	45	13	169
Student 2	55	2.25	5.0625	65	7	49
Student 3	65	12.25	150.0625	60	2	4
Student 4	55	2.25	5.0625	55	-3	9
Student 5	40	-12.75	162.5625	50	-8	64
Student 6	60	7.25	52.5625	65	7	49
Student 7	70	17.25	297.5625	70	12	144
Student 8	45	-7.75	60.0625	55	-3	9
Student 9	50	-2.75	7.5625	60	2	4
Student 10	50	-2.75	7.5625	55	-3	9
Student 11	60	7.25	52.5625	60	2	4
Student 12	45	-7.75	60.0625	60	2	4
Student 13	50	-2.75	7.5625	55	-3	9
Student 14	45	-7.75	60.0625	50	-8	64
Student 15	45	-7.75	60.0625	50	-8	64
Student 16	50	-2.75	7.5625	60	2	4
Student 17	60	7.25	52.5625	60	2	4
Student 18	80	27.25	742.5625	75	17	289
Student 19	35	-17.75	315.0625	50	-8	64
Student 20	50	-2.75	7.5625	60	2	4
Total	1055	0	2173.75	1160	0	1020

Besides, the mean and standard deviation were also needed in analyzing data gotten from score pre and post test. In determining mean and standard deviation, the writer used the following formula:

Calculating mean of pre-test:

$$My^1 = \frac{\sum y}{N} = \frac{1055}{20} = 52.75$$

Calculating mean of post-test:

$$My^2 = \frac{\sum y}{N} = \frac{1160}{20} = 58$$

The standard deviation of pre-test:

$$SD_{y_1} = \sqrt{\frac{\sum y^1}{N}} = \sqrt{\frac{2173,75}{20}} = \sqrt{108,68} = 10.42$$

The standard deviation of post-test:

$$SD_{y_2} = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{1020}{20}} = \sqrt{51} = 7.14$$

Table IV.6
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

	Mean	Standard Deviation
Pre-test	52.75	10.42
Post-test	58	7.14

From the table above, the distance between mean and standard deviation is too far. In other words, the scores obtained were normal.

2. The Data Presentation of the Use of Scaffolded Reading Experience toward Reading Comprehension

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.7
Students' Pre-test and Post-test of Experimental and Control class

No	Students	Experiment Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Student 1	50	65	15	45	45	0
2	Student 2	35	55	20	55	65	10
3	Student 3	80	85	5	65	60	-5
4	Student 4	60	75	15	55	55	0
5	Student 5	40	75	35	40	50	10
6	Student 6	45	70	25	60	65	5
7	Student 7	45	65	20	70	70	0
8	Student 8	35	70	35	45	55	10
9	Student 9	40	60	20	50	60	10
10	Student 10	45	55	10	50	55	5
11	Student 11	45	65	20	60	60	0
12	Student 12	55	80	25	45	60	15
13	Student 13	65	85	20	50	55	5
14	Student 14	55	80	25	45	50	5
15	Student 15	40	70	30	45	50	5
16	Student 16	60	85	25	50	60	10
17	Student 17	70	85	15	60	60	0
18	Student 18	45	75	30	80	75	-5
19	Student 19	30	70	40	35	50	15
20	Student 20	50	80	30	50	60	10
Total		990	1450	460	1055	1160	105

From the table above, it can be seen that there is actually significant different between pre test and post test in experiment class and pre-test and post-test in control class. It could be also the difference of the gain in the experimental class, to make it clear, it was analyzed in the data analysis.

3. The Students' Classifications Score of the Students Taught by Using Scaffolded Reading Experience Approach and Conventional Approach

To know how the students' reading comprehension taught by using scaffolded reading experience approach and taught by using conventional

approach, was the writer only took the post-test of each class because the post-test was given after treatment.

Table IV.8
Mean of Post-Test of Experimental and Control Class

Class	Mean
Experimental (post-test)	72.5
Control class (post-test)	58

From the table above is seen that that the mean of post-experimental class is (72.5) and the mean of post-control class is (58). To make it clear, the following table describes the students' classification score whether taught by using scaffolded reading experience approach and conventional approach. It described the students' reading comprehension.

Table IV.9
The Classification of students' Score

THE SCORE LEVEL	CATEGORY
80-100 %	Very good
66-79 %	Good
56-65%	Enough
46-55%	Less
0-45%	Fail ¹

Based on the table above, the mean of post-experiment is (72.5). It means that the students' reading comprehension taught by using scaffolded reading experience approach is categorized into good level. While, for the mean of post-control class is (58). It means that the students' reading comprehension taught by using conventional approach is categorized into enough level.

¹ *Ibid.*, p.21

C. Validity and Reliability of the Test

Before coming up to the data analysis, the writer presented the analysis of the validity and reliability of the test. Heaton states that the validity of a test is extended to which it measure what it is supported to measure and nothing else.²And reliability is the accuracy of the result obtained by the instrument or measurement.³ Analyzing the reliability is very important in order to get a reliable test.

1. Validity of the test

To obtaining validity of the test, the writer analyzed every item by using SPSS program. To know validity of each item was used r-table. When, the r-table in 5% (0.304) was compared by score of Pearson correlation. The item can be valid if the $r_{\text{hitung}} > r_{\text{table}}$. Validity of the test in this research can be seen in the table below:

Table IV.10
Validity of the test

Item		Total	r-table 5%	Validity
Item 1	Pearson Correlation	.984**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 2	Pearson Correlation	.979**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 3	Pearson Correlation	.974**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		

² J.B. Heaton, *Writing English Language Test* (New York: Cambridge University, 1988), p.159

Item 4	Pearson Correlation	.985**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 5	Pearson Correlation	.976**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 6	Pearson Correlation	.981**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 7	Pearson Correlation	.981**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 8	Pearson Correlation	.975**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 9	Pearson Correlation	.975**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 10	Pearson Correlation	.964**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 11	Pearson Correlation	.944**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 12	Pearson Correlation	.969**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 13	Pearson Correlation	.967**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 14	Pearson Correlation	.968**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 15	Pearson Correlation	.978**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 16	Pearson Correlation	.981**	0.423	Valid

	Sig. (2-tailed)	.000		
	N	21		
Item 17	Pearson Correlation	.975**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 18	Pearson Correlation	.974**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 19	Pearson Correlation	.973**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Item 20	Pearson Correlation	.981**	0.423	Valid
	Sig. (2-tailed)	.000		
	N	21		
Total	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	21		

From the table above can be seen that the items of the test are valid.

2. Reliability of the test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explain that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.⁴

To obtaining validity of the test, the writer analyzed it by using SPSS program.

⁴ *Ibid.*, p. 162

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded ^a	0	.0
	Total	21	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.996	20

From the table above, it can be seen that the Cronbach's Alpha 0.996 is > then 0.06. It means that the test was reliable.

D. The Data Analysis

1. The Data Analysis Students' Reading Comprehension

In order to know the students' reading comprehension, the writer analyzed it by calculating the t score both of classes, experimental and control class based on the table below:

Table IV.11
Students' Pre-test and Post-test of Experimental and Control class

No	Students	Experiment Class				Control Class			
		(X ₁)	(X ₂)	X	X ²	Y ₁	Y ₂	Y	
1	Student 1	50	65	15	225	45	45	0	0
2	Student 2	35	55	20	400	55	65	10	100
3	Student 3	80	85	5	25	65	60	-5	25
4	Student 4	60	75	15	225	55	55	0	0
5	Student 5	40	75	35	1225	40	50	10	100
6	Student 6	45	70	25	625	60	65	5	25
7	Student 7	45	65	20	400	70	70	0	0
8	Student 8	35	70	35	1225	45	55	10	100
9	Student 9	40	60	20	400	50	60	10	100
10	Student 10	45	55	10	100	50	55	5	25
11	Student 11	45	65	20	400	60	60	0	0
12	Student 12	55	80	25	625	45	60	15	225
13	Student 13	65	85	20	400	50	55	5	25
14	Student 14	55	80	25	625	45	50	5	25
15	Student 15	40	70	30	900	45	50	5	25
16	Student 16	60	85	25	625	50	60	10	100
17	Student 17	70	85	15	225	60	60	0	0
18	Student 18	45	75	30	900	80	75	-5	25
19	Student 19	30	70	40	1600	35	50	15	225
20	Student 20	50	80	30	900	50	60	10	100
Total		990	1450	460	12050	1055	1160	105	1225

In addition, the effect of scaffolded reading experience approach was calculated statistically by using t test. Mean of each class should be found by using the formula:

Mean score of experimental class:

$$M_x = \frac{\sum x}{N} = \frac{460}{20} = 23.00$$

Mean score of control class

$$M_y = \frac{\sum y}{N} = \frac{105}{20} = 5.25$$

Based on the formula above, it was found that the mean score of experimental group is 23.00, while the control group is 5.25. From the mean score of the two groups, it could be seen that there is a difference between experimental class and control class.

In order to check whether or not there is significant difference between the two groups, the t-test was calculated as follows:

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$\sum x^2 = 12050 - \frac{(460)^2}{20}$$

$$\sum x^2 = 12050 - 10580$$

$$\sum x^2 = 1470$$

Whereas,

$$\sum x^2 = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$\sum y^2 = 1225 - \frac{(105)^2}{20}$$

$$\sum y^2 = 1225 - 551.25$$

$$\sum y^2 = 673.75$$

Then, the set of the score above should be substituted in the following formula

$$t_o = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

$$t_o = \frac{23.00 - 5.25}{\sqrt{\left[\frac{1470 + 673.75}{20 + 20 - 2}\right] \left[\frac{1}{20} + \frac{1}{20}\right]}}$$

$$t_o = \frac{17.75}{\sqrt{\left[\frac{2143.75}{38}\right] \left[\frac{40}{400}\right]}}$$

$$t_o = \frac{17.75}{\sqrt{(56.4145)(0.1)}}$$

$$t_o = \frac{17.75}{\sqrt{5.64145}}$$

$$t_o = \frac{17.75}{2.375}$$

$$t_o = 7.47$$

Besides, the writer should find out the value of degree of freedom through the formula below:

$$d.f = (N - 1) + (N - 1)$$

$$d.f = (20 - 1) + (20 - 1)$$

$$d.f = 38$$

from the calculation above, it can be seen that t_o is 7.47 and df is 38.

The t_o obtained is compare to t-table either at 5% or 1%. At level 5%, t-table is 2.02 and at level 1% is 2.72. To answer the hypothesis of this research, the researcher should look at the standard of measuring below:

- a. H_0 is rejected if the $t_o \geq t_t$; it means that there is significant difference between both variable X and Y.
- b. H_0 is accepted if the $t_o < t_t$; it means that there is no significant difference between both variables X and Y.

The hypothesis examination from the “t” test calculation, the calculation of t_o and at “ t_t ” in $df = 38$, where at 5% is 2.02 and at 1% is 2.72. It means that t_o is higher than t_t in both significance level 5% and 1%. In order word, we can read $t_o > t_t$. So that, H_0 is rejected, it means that there is significant difference of students’ reading comprehension between using Sccaffolded Reading Experience Approach and using Conventional Approach.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. The Conclusion

In this research, there are three conclusions based on the objective of the research:

1. The first, students' reading comprehension taught by using scaffolded reading experience approach at the second year students of MTs Hidayatullah Lubuk Dalam Siak is categorized into good level.
2. The second, students' reading comprehension taught by using conventional approach at the second year students of MTs Hidayatullah Lubuk Dalam Siak is categorized into enough level.
3. The third, based on the data analyzed, it shows that there is significant different between students' reading comprehension taught by using scaffolded reading experience approach and students' reading comprehension taught by using conventional approach. This is proven by the finding of t-test which is higher than t-table. It can be analyzed that $t_o > t_t$. It can be said that H_o is rejected and H_a is accepted. It shows that using scaffolded reading experience approach has positive effect toward students' reading comprehension.

B. The Suggestion

Based on the conclusion and the situation when research was done, the writer gives some suggestion related to use of scaffolded reading experience during teaching reading comprehension:

1. Suggestion for the teacher
 - a. It is recommended to the teacher to use scaffolded reading comprehension approach in teaching and learning process.
 - b. It is hoped that the teacher teaches reading class from the pre reading to during reading and post reading activity.
2. Suggestion for the students
 - a. The students should try to understand how to use scaffolded reading experience approach in comprehending the text
 - b. The students should pay more attention to the lesson that has explained by the teacher.
 - c. Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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